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Editorial Comment and News Notes

CALL FOR BIDS FOR ARITHMETIC TEXTBOOKS

Upon recommendation of the State Curriculum Commission, the State Board of Education, at its regular meeting in January, 1946, authorized the issuance of a call for bids for arithmetic textbooks for grades one to eight, to be issued not later than March 15, 1946.

RADIO SERIES—"THE SCHOOLS ARE YOURS"

The National Education Association has announced a new series of radio programs to be presented in co-operation with the National Broadcasting Company.

This radio series, "The Schools Are Yours," in which Tom Webber, typical citizen of any community, U. S. A., discovers some surprising things about the modern school, goes on the N. B. C. network Saturday, June 15, 4:30-4:45 Eastern Standard Time, for a thirteen-week period. In drama and commentary, accompanied by appropriate music, produced by the N. B. C. staff in Radio City, New York, these programs will bring to American homes a weekly story of education today as teachers adapt it to the needs of a dynamic period of history.

Scripts are written by Osmond Molarsky under the direction of Belmont Farley, writer and producer of programs for "Our American Schools," a radio series initiated by Florence Hale during her presidency of the N. E. A., and for eight years a weekly feature of the N. B. C. network.

Leaflets announcing this program may be obtained free in quantities for distribution to school staffs and the lay public on request to Radio Promotion, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

EXTENSION OF SCHOOL SERVICES TO YOUNG CHILDREN

At a meeting in Chicago in March, 1944, the Educational Policies Commission discussed the need of a document setting forth a program of educational service that would be available to children four and five years old, and which would also be closely integrated with the work in the kindergartens and the primary grades. A subcommittee of Commission members was authorized to develop a pamphlet concerned with the problem: "What constitutes the best development and education for children from three through five years of age?" The findings were approved for publication in 1945 by the Educational Policies Commission with the clear statement that the Commission favors the extension of school services downward to at least the third or fourth year.

The publication is now ready for distribution under the title *Educational Services for Young Children*. Copies of this 56-page pamphlet may be purchased from the Commission, 1201 Sixteenth Street, N. W., Washington 6, D. C., at 10 cents each, with discounts allowed on orders in quantity.

INTERNATIONAL AND INTERCULTURAL UNDERSTANDING

The Teaching of International and Intercultural Understanding in the Public Schools of California, an 82-page volume published in 1946 by the International Center in San Francisco, is a report by W. Henry Cooke of a study conducted by him under sponsorship of the Center. The purpose of the study was to determine what educational experiences the schools of the state offer to develop in their pupils international and intercultural understanding and appreciation. Data was gathered by questionnaire from 521 schools and colleges. In addition to summaries of principles, procedures, and materials used, of hindrances observed, and of suggestions from the schools regarding help desired in overcoming these, the pamphlet includes an extensive bibliography for use by teachers and pupils. Printed materials that will help people to understand each other, especially those that have been found useful in California schools, are listed under geographical headings.

NATIONAL CONFERENCE ON ELEMENTARY EDUCATION

The eighth annual national Conference on Elementary Education, sponsored by the Department of Elementary School Principals of the National Education Association, will stress the function of elementary schools in strengthening world organization. The conference will be held at Syracuse University, Syracuse, New York, from July 8 to 19, 1946. Enrollment in the two weeks' program will yield two units of credit in the university's summer session.

Reservations or requests for information should be addressed to Miss Eva G. Pinkston, Executive Secretary, Department of Elementary School Principals, 1201 Sixteenth Street, N. W., Washington 6, D. C.

SOCIAL EDUCATION FOR YOUNG CHILDREN

The National Council for the Social Studies, a department of the National Education Association, has undertaken the publication, in its Curriculum series, of three books which will present to its members and to other readers a general picture of the curriculum in social education from kindergarten through junior high school. The series is intended to aid in correcting conditions such as overlapping or omission of topics and fields which have interfered with desired continuity of relationships among the experiences provided for pupils at different levels.

The first of these three publications, *Social Education for Young Children*, was issued in January, 1946. It brings together in a single volume of 128 two-column pages a consideration of the most important problems of social education in the kindergarten and primary grades. It is designed to acquaint kindergarten and primary teachers with the best present-day thinking in regard to their purposes, materials, and procedures, and also to explain to teachers of older pupils what has happened to children before they reach these other teachers—what they have done, what attitudes have been stressed, what skills and concepts have been developed. More than fifty educators contributed to the compilation. Mary Willcockson acted as editor of the volume, with Ernest Horn as Consultant.

Copies of *Social Education for Young Children in the Kindergarten and Primary Grades*, Curriculum Series No. 4, may be secured from the National Council for the Social Studies, 1201 Sixteenth Street, N. W., Washington 6, D. C., for \$1.00 each, with discounts on quantity orders.

RESEARCH SCHOLARSHIPS

The Graduate Library School of the University of Chicago has recently issued the following announcement regarding scholarships available for the coming school year:

The Encyclopaedia Britannica Junior has established six research scholarships (three for \$1500 and three for \$500) for graduate study at the University of Chicago for 1946-1947. These scholarships will be filled by persons who are interested in the general field of children's literature and are able to conduct research investigation leading to the improvement of children's encyclopaedias. Requests for further information should be addressed before June 15, 1946, to Miss Frances Henne, Graduate Library School, University of Chicago, Chicago 37, Illinois.

FELLOWSHIPS IN PSYCHIATRIC SOCIAL WORK

The California Congress of Parents and Teachers is offering four fellowships of \$1,000 each for one year of graduate study in the field of psychiatric social work with children. They are limited to persons accepted for matriculation in an institution recognized by the American Association of Schools of Social Work, and carry a commitment to serve at least two years in the schools or nonprofit public agencies in California.

The Congress hopes in this way to encourage and assist the immediate preparation of qualified personnel for work in schools, child guidance clinics, and similar agencies in the community where children with problems are encountered. Many such services of proved value and efficacy cannot be offered because competent professional staffs are not available. The parent-teacher organization hopes that this project will result in greater numbers of suitable young people choosing to prepare for a

comparatively new profession in which possibilities for service and advancement seem almost unlimited.

Application blanks with information and instructions may be obtained on request to the California Congress of Parents and Teachers, Inc., 308 Chamber of Commerce Building, 1151 South Broadway, Los Angeles 15, California.

RESOLUTIONS OF THE CALIFORNIA SCHOOL SUPERVISORS ASSOCIATION

The following resolutions were passed by the annual Conference of the California School Supervisors Association held in the Civic Auditorium, Santa Cruz, February 24 to 27, 1946.

The California School Supervisors Association has met to evaluate educational procedures now in effect in California, and to chart a course of action for the coming year. Realizing the importance of public education in building citizenship, we pledge ourselves to the fulfillment of the following resolutions:

I. The California School Supervisors Association is aware that people's understanding of material things far exceeds their understanding of each other, and realizes the importance of enlightenment, mutual understanding, and good will of all the peoples of the world in order to insure the wise use of the powerful tools which science has made available. It recognizes its responsibility in training the youth of California for effective citizenship in such a world.

Since the social studies carry the major responsibility for knowledge of and attitudes toward any social order, the California School Supervisors Association recommends an examination of the social studies program in every district in California to make certain that it does the following:

- a. Provides continuous experiences to help boys and girls develop the understandings, attitudes, and interests to enable them to develop into intelligent world citizens, unprejudiced and sensitive to human relationships.
- b. Includes life studies of cultures outside the United States which will enable children to understand and appreciate the needs and aspirations of peoples in widely scattered parts of the world. The teaching regarding the peoples of other countries should stress the oneness of humanity in essential needs. People throughout the world are more alike than different. Children also should be taught to respect differences between peoples.

- c. Includes global geography with emphasis upon the interdependence of the people of the world economically, culturally, racially, and socially.
- d. Makes clear to the children the American traditions, democratic principles, and symbols, and the long struggle which their ancestors made to achieve the freedoms we cherish.
- e. Acquaints the children with the rich resources of the United States and the responsibilities which this wealth and power entails for world peace and leadership.
- f. Includes a study of the people of the United States, the contributions made by various racial and national groups to the development of the nation, the causes and forces underlying individual and group prejudices and bigotry toward minority groups, and the desirability of improved intercultural relations.
- g. Includes extensive use of the problem-solving technique since effective citizenship is based upon the ability of individuals to think reflectively, to weigh evidence, to discriminate among the forces which would influence public opinion, and to make sound judgments.
- h. Includes experiences which meet the personal and social needs of children and youth growing up in a democratic society: to establish satisfactory personal relationships, and to participate effectively in home, school, community, national, and world affairs. The social studies program of the older children should give attention to international relations and to the cultures of other nations as well as the problems confronting our own, in order that young people may understand and appreciate contemporary problems, their origin and history, the evolution of ideas of international co-operation, and the achievement made in the struggle toward world organization, peace and democracy.

II. The California School Supervisors Association endorses the work of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and, in harmony with that program, recognizes its responsibility for educating the youth of California to be citizens of the world.

III. Since discrepancies exist between democratic faith and certain educational practices, the California School Supervisors Association recommends that the schools eliminate segregation, classification, or special grouping for reasons of differences in color, social status, or language, and employ properly qualified teachers regardless of color, religious or ethnic differences.

IV. The California School Supervisors Association reaffirms its belief in the creative arts as a basic educational experience. This implies

- a. Goals consistent with child growth and education for democratic living
- b. Curricular materials sufficiently varied to provide for self-expression and self-realization
- c. Recognition of the arts as fundamental means of communication
- d. The use of art as a stabilizing force in the emotional development of children
- e. The integration of the arts with the child's total experience

V. Recognizing that the success of any educational program rests primarily upon the classroom teacher, and that the main function of the supervisory staff is the improvement of classroom instruction, the California School Supervisors Association recommends

- a. That, although it is necessary during the present shortage of teachers for emergency credentials to be granted, the standards for regular certification in California be not lowered; that the policy of granting emergency credentials be discontinued as soon as possible, but that encouragement and appropriate recognition be granted to competent emergency teachers by both teacher education institutions and the school districts in which they are employed
- b. That programs of in-service education be carried on in each county and in each school district not only for beginning teachers and those teaching on emergency credentials, but also for teachers of long experience
- c. That teachers of superior teaching ability be encouraged to continue their professional growth by assuming responsibilities on curriculum and policy-making committees and continuing study in teacher-education institutions
- d. That observation of superior teaching be encouraged within units of a school system and among school systems
- e. That preservice and in-service education of teachers stress to an even greater extent the use of the scientific method in problem solving
- f. That preservice and in-service teacher education be more effectively co-ordinated
- g. That institutions which provide for the preservice education of teachers re-examine the curricular offerings for the preparation of teachers with reference to the following considerations:
 - 1) To what extent does the curriculum provide opportunity for helping prospective teachers to express themselves creatively and effectively as persons living abundantly and accepting responsibility in a democratic society?
 - 2) To what extent is the professional curriculum based upon an analysis of teacher needs with reference to the guidance of chil-

dren who will become effective members of a democracy?

3) To what extent are the methods used in teacher education courses illustrative of the basic principles involved in dynamic learning?

h. That appropriate means be used to encourage superior young people to prepare for teaching careers.

VI. The California School Supervisors Association reaffirms its support of the scientific study of education to improve supervisory and instructional procedures and the members of the Association pledge themselves to further the development of sound educational practice through

- a. The collection and dissemination of research results
- b. The utilization by teachers of research findings in order to improve their work with children
- c. The solution of problems through study and experiment rather than through tradition and opinion
- d. The interpretation of knowledge about child development and learning to the public.

VII. Cognizant of the health and nutritional needs of all children and realizing that statistics gathered during World War II indicate a need for a more adequate health program, the California School Supervisors Association urges

- a. The establishment in all schools in California of lunch programs wherein children may secure well-balanced hot lunches which supply at least one-third of their daily nutritional requirements
- b. That all school programs include activities which will contribute to sound health knowledge and practices among children.

The Association further urges that education be made available for all types of physically-handicapped children.

VIII. Believing that the California Cumulative Guidance Record developed by the Cumulative Records Committee of the California School Supervisors Association is an invaluable aid to teachers in understanding and meeting children's needs, the California School Supervisors Association recommends its adoption by all California school districts and accepts the responsibility of acquainting administrators with it, and for the in-service education of teachers in the use of the record.

The Association further recommends that personnel selected for guidance service have specialized professional training and meet high personal qualifications. Since guidance services help to implement the total educational program, a close working relationship should be maintained between personnel in research and guidance, and the instructional and supervisory leadership.

The Association acknowledges the importance of offering special facilities and instruction to children who are mentally less well endowed, and it supports the proposed legislation designed to provide educational facilities and services for these children.

IX. Since education is not confined to the school alone, but includes all that happens to an individual, the California School Supervisors Association supports a twelve-month program of educative experiences based upon community needs and participated in by all responsible community agencies.

X. In American life today, educational planning is needed to strengthen the home and family. The necessity for education of all young children in the most formative years is recognized. Therefore, the California School Supervisors Association recommends enabling legislation for an integrated program of education of preschool children to include

- a. Periodic developmental supervision including observation and consultation concerning health, nutrition, habit formation, personal-social behavior of children under three years, and regular continuation of this plan upward through the channels of the school
- b. Supervised group activities for children from three years on, together with opportunities for parent participation
- c. Provision for a school program designed to meet varying family and community needs as to length of school day, nutrition, rest, extended supervised play, and hours for parent consultation and participation
- d. A curriculum based on scientific studies of child development which will meet the needs and interests of growing children and afford sufficient flexibility for variations in growth patterns.

XI. Since kindergarten experiences have been accepted by the public as an important part of a child's school life, the California School Supervisors Association urges State financial support for kindergarten education.

XII. The California School Supervisors Association reaffirms its interest in audio-visual aids and urges that all supervisors and directors of instruction use the services available to them through the newly-created Division of Audio-Visual Education in the California State Department of Education. The Association recommends

- a. That an effective preservice and in-service program of education in the use of audio-visual materials be provided for teachers
- b. Closer co-ordination of libraries, audio-visual centers, and all other agencies providing instructional materials
- c. A more extensive and effective use of audio-visual materials
- d. The establishment of county and city audio-visual centers.

XIII. The California School Supervisors Association recognizes that a grave situation exists in the field of rural education in the State of California. Some thousand school districts are financially incapable of providing adequate school housing. The lower salaries and uncomfortable living conditions discourage teachers from entering, or remaining in, the field of rural school teaching.

The Association further recognizes that general apathy exists in many quarters regarding this condition in the rural schools of California. Toward the end that this unfortunate condition be generally understood and corrected, the Association resolves

- a. To give active leadership and support in the holding of conferences on rural education in various localities for the purpose of stimulating interest in rural education, of extending understanding of the problems of education and community life, and of gaining for every child the rights expressed in *The Charter of Education for Rural Children* developed by the White House Conference on Rural Education
- b. To give full co-operation and vigorous support in securing legislation which will give financial aid for the construction of school buildings in impoverished districts
- c. To study the problems of preservice and in-service education of teachers for rural school service, to explore the possibility of establishing rural education centers in teacher-training institutions, and to encourage needed research in rural education

XIV. The California School Supervisors Association believes that children profit more from school experience if classes are not overlarge and knows that in some localities rooms are overcrowded due to an influx of population during recent years. The Association regrets the differences in educational opportunities for California children due to inadequate space for normal-size classes. Therefore, state financial aid is urged for those districts in which local taxation is not sufficient to carry the burden of building adequate classroom space.

XV. Recognizing the urgent need for keeping the public informed concerning public education and recognizing the strategic position of supervisors as interpreters of education, the California School Supervisors Association resolves that each member shall assume responsibility for furthering the public relations program by disseminating information to the public through all means available, by working with lay committees on problems, by inviting parents and trustees to visit schools, and by organizing study groups to develop an understanding of the program of education. Supervisors should work with organized groups to arouse interest in educational programs. They should help teachers with whom

they work to analyze community needs and to improve home-school partnership by home visits and conferences with parents designed to meet co-operatively the needs of children. They should help teachers to become better interpreters of the educational program.

XVI. The California School Supervisors Association wishes to express sincere gratitude for and confidence in the guidance and leadership of the State Department of Education, and especially to the Chief of the Division of Elementary Education. The Association also expresses its gratitude for the excellent leadership of its President during the past year and a half. Due to the untiring efforts of its President and the Executive Board the Association has made remarkable progress regardless of difficulties caused by war conditions.

Respectfully submitted,

Irwin O. Addicott
Bernice Baxter
Helen Christianson
Martha T. Farnum
Lavone Hanna
Richard Madden

Bernice Moss
Afton Nance
Della M. Perrin
Sybil Richardson
Alice Schoelkopf
Pauline Jeidy, *Chairman*

HEALTH TEACHING AIDS NOW FREE

Tested health-teaching aids for kindergarten, primary, elementary, high school, junior college, and adult levels are now being distributed without charge to schools by the California Dairy Advisory Board. The materials are designed for integration with projects on farms, dairying, dental health, foreign lands, nutrition, sports, meal planning, prenatal care and child care. They include study units, posters, reference material, stories and plays, and folders and leaflets for children and parents.

The California Dairy Advisory Board recently took over the functions of the California Dairy Council, which for years supplied these materials to schools for a nominal fee.

Requests for materials, stating the age group or project for which teaching aids are desired, may be addressed to the California Dairy Advisory Board at 216 Pine Street, San Francisco 4; 532 Chamber of Commerce Building, Los Angeles 15; 1125 Tenth Street, Sacramento 4; or 1011 First National Bank Building, San Diego.

HANDBOOK FOR PARENTS

What Can I Do Now? A Handbook of Answers for Parents is a 62-page pamphlet published in 1946 by The Ninth District, Incorporated, California Congress of Parents and Teachers, San Diego. The handbook was initiated by the Uptown Co-ordinating Council in San Diego, produced by committees of parents, teachers, and social workers, and financed by seven civic and service organizations which were convinced that well-chosen activities are preventives of juvenile delinquency. The text is illustrated with amusing drawings.

Copies of the handbook may be ordered from the Publication Committee, Parents Handbook, P. T. A. Headquarters, 645 A Street, San Diego. Single copies are 35 cents each, plus sales tax on California orders, plus postage on mail orders. The book weighs about 3 ounces. Checks should be made payable to R. J. Zumwalt, treasurer.

AIDS TOWARD RACIAL TOLERANCE

The Council Against Intolerance in America, 17 East 42nd Street, New York 17, offers for loan or purchase two exhibits in its visual-aid series consisting of posters planned for use by churches, schools, libraries, museums, and other civic and community organizations. "The Negro in American Life" exhibit consists of 24 panels 20 by 30 inches which have already been shown in many cities. "The Jew in American Life" exhibit of 25 panels 20 by 47 inches is the most recent in the series. Borrowers pay only transportation charges and a nominal handling service charge.

THE PLACE OF THE CEREBRAL-PALSIED CHILD IN THE PUBLIC SCHOOL

CAROL M. JENSEN, *Consultant, Education of Physically Handicapped
Children, California State Department of Education*

California's eight thousand cerebral-palsied children present a challenge to the educator. Recent legislation in this State has enabled the departments of education and public health to make a beginning toward a solution of the problem, but the ultimate responsibility for giving this most neglected of the physically handicapped groups a chance in life still rests with local school authorities.

Each of these children, the *athetoid* with his constant involuntary motions, the *spastic* with his stiff, tight muscles, and the *ataxic* with his lack of co-ordination and balance, has suffered some injury or failure of development in the areas of the brain which control physical motion. According to medical authorities, the causal factor may have been (1) a birth injury—a hemorrhage, temporary stoppage of the oxygen supply to the brain, or mechanical injury to delicate brain tissues; (2) a congenital anomaly—some prenatal developmental failure occurring in the motor areas of the brain; or (3) injury, hemorrhage, or the high fever of such diseases as meningitis and encephalitis occurring at any time after birth.

With such injury to the brain, the controlling factor in efficient, integrated motion is damaged. The type of handicap is determined by the area of the brain in which the injury occurs. It may be of varying degrees of severity and may involve any or all of the muscle groups.

If damage occurs in the *basal ganglia*, the area at the base of the brain which filters out unnecessary muscle reactions leaving only those needed for the performance of a certain motion, the child becomes an *athetoid*. The affected parts of his body are

constantly in motion except during sleep or complete relaxation, and any attempt at voluntary motion produces not only the desired muscular reaction pattern but many extraneous and unwanted motions. About 40 per cent of the children afflicted with cerebral palsy fall within this group.

An injury to the *cerebral cortex*, or outer layer of the brain, produces spastic muscles. These muscles do not, as do those of an individual with poliomyelitis, lose their power to contract. There is rather an exaggerated contraction, the spastic muscles reacting maximally to stimuli and the weaker opposing muscles being powerless to pull against them. As a result of this overcontraction, the arms or legs of the spastic child are held rigid. The *scissors gait* with knees pulled tightly together and the *drop toe* caused by overcontracted heel chords are characteristic of this type of involvement. Approximately 40 per cent of cerebral-palsied cases are *spastics*, a term often erroneously used to refer to the entire group.

If an injury occurs to the *cerebellum*, the child's directional control and kinesthetic sense are impaired. This produces a condition known as *ataxia*. An attempted motion may send arms or legs flying in the wrong direction. The child's gait is uneven and balance is difficult for him.

An important factor in the slow development of facilities for the education of the cerebral-palsied child has been the popular but mistaken belief that most such children are feeble-minded. If the facial muscles are affected, the grimacing, drooling, and defective speech may present the typical picture usually associated with a feeble-minded child. In addition, mental-test scores invalidated by the child's speech and mechanical handicaps and by lack of experiences normal to children of his age have contributed to an estimate of low mentality.

It is necessary to remember that cerebral palsy is caused by damage to brain cells connected with physical motion, not with mental function. It is possible, but by no means inevitable, that the same injury may also have reached the brain areas which govern intelligence. The studies of J. Thomas McIntire show that 75 per cent of all cerebral-palsied children have an intelli-

gence quotient of 70 or higher.¹ The extent of physical handicap and the general appearance of the child can not be taken as indications of the degree of his intelligence. Careful study of each individual is necessary to determine his ability to profit from an educational program.

Surveys indicate that for every 100,000 of population seven new cerebral-palsy cases occur annually, of which six will survive the first year. Thus a constant case load of 96, up to the age of 16, can be expected for every 100,000 of population. It has been estimated that a city of one million population will have approximately 710 cerebral-palsied children under 16 years of age able to participate in and benefit from an educational program.²

With proper educational and therapeutic advantages a large percentage of these children can be salvaged. The final outcome of the rehabilitation program varies with the extent of handicap, the intelligence which the child applies to overcoming the difficulty, and the age at which treatment is begun. Undeniable improvement, sometimes to an astonishing degree, can be seen if the child is placed early in an adequate well-rounded program.

The vitally important role of education in such a program cannot be overlooked. The cerebral-palsied, more than any other group of crippled children, must be considered an educational as well as a medical problem. This fact is readily recognized by leading medical authorities in the field, who have found that their efforts to secure physical improvement have achieved maximum success only when carried on in conjunction with an adequate educational program. All phases of the child's development—physical, mental, and social—must proceed together if each is to achieve its maximum growth. Any program which neglects the last two of these phases fulfills only a part of the responsibility of society to its cerebral-palsied children.

¹ Winthrop M. Phelps and T. Arthur Turner, *The Farthest Corner*. Elyria, Ohio: National Society for Crippled Children and Adults (revised, 1945), pp. 7, 8.

² *Ibid.*, p. 7.

In securing his education, the cerebral-palsied child faces many problems not shared by other crippled children. In addition to walking difficulties, he may have a serious speech defect which prevents normal expression of his ideas and needs. He may be unable to write or to manipulate objects. Special methods are needed to teach reading and to provide a means of expression for the child with neither speech nor sufficient hand control to write with a pencil.

It is often difficult for the cerebral-palsied child to focus his eyes on reading material because of involvement of eye or neck muscles. Children with the ataxic type of cerebral palsy suffer from dizziness and nausea when they attempt to focus attention for any length of time on small stationary objects. Additional educational handicaps such as special difficulties in number concept or in judging spatial relationships are often present.

The cerebral-palsied child may be unable to sit securely in an ordinary chair. The unpredictable character of his muscular control adds to this feeling of insecurity. Co-ordination normally within his ability may be lost completely because of emotional tension, pressure, or self-consciousness. If he is to secure the results of which he is capable, the cerebral-palsied pupil must work in an atmosphere in which he is accepted at his true value regardless of his physical handicap, where the tasks assigned are within the range of his ability, and in which he is given sufficient time to organize and use unruly muscles. A sense of security, of personal worth, and of status in a group—important to any child—become to the child afflicted with cerebral palsy a vital necessity. The task of learning emotional control is a difficult but important one for such a child; only with such emotional control can he hope to secure physical control and social acceptance.

The cerebral-palsied child, in most cases handicapped since birth, has lost many of the natural opportunities for learning through which the normal child develops. His chances to manipulate and experiment with everyday objects and to observe the world around him have been limited. Before he is

ready for academic training, his meager learning background must be supplemented.

A study of the needs peculiar to the educable percentage of this particular handicapped group shows the value of the special class under a well-trained teacher. Home instruction, because of its individual nature, cannot meet the social and emotional needs of the cerebral-palsied child. If serious academic retardation, social maladjustment, and incorrect motor habits are to be avoided by early treatment, nursery school training is an important part of the program. Recognizing this fact, the California law¹ provides that children afflicted with cerebral palsy may be enrolled in special classes at the age of three years.

Laws enacted by the 1945 Legislature² provide additional aid for victims of cerebral palsy. This legislation authorized the establishment of two State schools for cerebral-palsied children, one in northern California and one in southern California. Diagnostic and treatment centers, under the direction of the University of California Medical School, will operate in conjunction with these schools. In the diagnostic centers, thorough mental and physical examinations will be made of each child to determine his educability and to set up a program of treatment. Referral to the State school for cerebral-palsied children may be made on the basis of this diagnosis.

At these State residential schools, each child will undergo a period of training in all phases of his development. Special teachers, physiotherapists, occupational therapists, and speech therapists will work under close medical supervision.

Because of the limitations imposed by the available space and by the budgets under which they must operate, the two State schools will be able to serve only a small number of children at one time. The northern California school near Redwood City will accommodate fifty children and the southern California school in Los Angeles a smaller number. In order to enable these schools to serve the largest possible number of children, it is planned to limit the residence period to a few months. The children will then be returned to their local communities for

¹ Education Code Section 9609.

² Statutes of 1945, Chapters 1477, 1516, 1519-1521.

the continuance of their education and treatment. With them will go records and recommendations to aid local teachers and therapists in carrying on the program of rehabilitation.

In this program the greater part of the child's training will be under the jurisdiction of local school districts. It will be the responsibility of local authorities to provide for the continued training of this group of children. The types of aid which local school authorities can secure from the State are described in the following paragraphs.

1. *Financial Aid.* In addition to other State school funds, both elementary school districts and high school districts may receive reimbursement for the excess cost of educating physically handicapped minors up to a total of \$200 per unit of average daily attendance.¹

Furthermore, high school districts receive "bonus" apportionments for the maintenance of classes for physically handicapped minors amounting to \$120 for each of the first 10 units of average daily attendance in such classes, in each school maintaining such classes, \$90 for each of the second 10 units, and \$60 for each of the third 10 units.²

2. *Consultant Services.* An appropriation to the State Department of Education by the 1945 Legislature³ "for coordination of the education of physically handicapped minors in the public schools and in cerebral palsy schools" has made it possible for the Department to employ two consultants for the education of physically handicapped children, one to serve in the southern part of the State and the other in the northern part.

These consultants are available to give aid in determining the need for a special class, in estimating the probable cost to the school system, in securing equipment, in organizing the program, and in providing guidance to the teachers. In addition, the State diagnostic centers will make available the mental and physical data on individual cerebral-palsied children which is necessary in planning the continuation of their education to the best advantage.

¹ Education Code Sections 6955, 6956, 7106, 7138.

² Education Code Sections 7105, 7137.

³ Statutes of 1945, Chapter 1521.

3. *Physical training.* With an appropriation also granted by the 1945 Legislature,¹ the State Department of Public Health will employ physiotherapists and occupational therapists specially trained in the techniques of treating cerebral palsy. As they can be secured, these therapists will be assigned to local communities to work with the schools in carrying out a well-rounded program for the physical, intellectual, and social development of the child.

4. *Training of personnel.* The lack of adequately trained personnel has been one of the major problems in attempts to organize facilities for cerebral-palsied children. Courses designed to train teachers in the necessary specialized techniques are being added to the curriculum of the School of Education of the University of California. These will be supplemented by opportunities for observation and practice-teaching at the State school for cerebral-palsied children. The facilities of the diagnostic and treatment centers will also be used in the training of students of physiotherapy and occupational therapy. Research will be carried on in the State centers, both educational and medical, which will be of value in subsequent attempts to rehabilitate cerebral-palsy victims.

With the co-operation of these various State agencies, and the utilization of local community resources, it is possible to provide an adequate program with little additional cost to the school district. Certainly the results shown by children enrolled in such programs are more than adequate to compensate for the investment.

An example of the way in which leadership by the local school district and co-operation by other community agencies have combined to serve cerebral-palsied children is seen in the program carried on by the Vallejo Unified City School District. The school for cerebral-palsied children was established and is maintained by the city school system, which supplies housing, teaching services, and essential educational equipment.

Eighteen cerebral-palsied children varying in age from three to eighteen are served by the Vallejo school. The children

¹ Statutes of 1945, Chapter 1520.

are divided into two classes, each under the direction of a specially-qualified teacher. In the nursery-school class, through activities planned so they may participate in spite of their physical handicaps, the children develop physical control, mental alertness, and social maturity. In the class for older children, a regular academic program adjusted to the abilities and needs of each child is carried on.

The children receive individual treatments from a physiotherapist, employed jointly by the Crippled Children Service of the State Department of Public Health and the local Infantile Paralysis Association. The services of the physiotherapist are also available in the afternoons to children crippled by poliomyelitis. An occupational therapist, employed by the parent organization, continues muscle re-education with such interesting and practical activities as dressing and feeding skills, art work, weaving, and other crafts. A special speech teacher works with the children one day each week.

A small bus, donated by a local service club, which is maintained and operated by the Vallejo school system, furnishes transportation. Lunches are provided by the school at a nominal charge to the parents. Each mother spends one day a week at the school to care for the physical needs of the children, and in turn receives training which will help her to understand and care for her child outside of school hours. Much of the special furniture and equipment used in the school has been built by the fathers of the children.

Under this program, remarkable progress has been seen. Children with no previous educational opportunities have become happy, participating members of a social group, have entered eagerly into the new world opened to them by education, and are learning to make hands and legs and speech mechanisms respond to their wishes.

Such training, multiplied hundreds of times, would give the cerebral-palsied children of California an opportunity to realize their possibilities, to live full, happy, and useful lives, and to make their contributions to society.

THE ORGANIZATION OF GUIDANCE SERVICE IN A CITY SCHOOL SYSTEM

RICHMOND BARBOUR, *Director of Guidance,*
San Diego Public Schools

To guide the growth of children in desirable directions is the whole purpose of education. However, as the social institution of education has become complex, a particular group of functions has come to be called the guidance functions of education. Guidance functions are usually considered as relating to the personal, social, and vocational adjustment of students.

The heart of good guidance lies in the human relationships which exist in every classroom and in every school. The emotional and social outcomes of these relationships have a greater influence on the adjustment of pupils than most other factors. Other factors of importance are pupil measurement devices, instructional materials of many types, organizational provisions for group and individual counseling, and the services of specialists in phases of human adjustment. Guidance is a matter in which every teacher, administrator, and supervisor participates daily.

Forward-looking school systems are providing specialized services to help teachers and administrators meet the increasing problems of pupil adjustment. In San Diego for the past twenty-two years these specialized services have been centered in the Guidance Bureau. The multiplication of adjustment problems which has accompanied the war and the postwar period has caused the Guidance Bureau to be rapidly expanded.

THE WORK OF THE DIRECTOR OF GUIDANCE

The director of guidance is responsible for the administration and co-ordination of guidance activities including the following:

1. Co-ordination of classroom guidance activities within schools

2. Consultation with school administrators on school counseling organization and procedure
3. Leadership of development of instructional material in guidance
4. Conduct of instructional research, including survey tests and special programs of study and measurement
5. Chairmanship of guidance steering committee and of pupil placement council
6. Administration of requests for special attendance permits
7. Co-ordination of special programs, classes, and schools for the education of atypical children
8. Administration of the Guidance Bureau

THE VISITING TEACHER DEPARTMENT

The Visiting Teacher

Visiting teachers in addition to their classroom experience have usually specialized in the understanding of human behavior. Visiting teachers are interested in remedial service and in helping to prevent behavior difficulties. In San Diego, the titles of visiting teacher and attendance counselor are used for workers with essentially the same activities.

Background: A Twentieth Century Development

Visiting-teacher work was introduced in Boston, Hartford, and New York City in 1906-1907. In 1921, the National Committee of Visiting Teachers, sponsored by the Commonwealth Fund, established thirty demonstration projects in various cities throughout the United States. These cities represented all sections of the country and various social-economic conditions.

San Diego was one of the first cities on the Pacific Coast to employ visiting teachers. The work there began in 1923 with one visiting teacher and has increased until at the present time fifteen visiting teachers and attendance counselors are employed. Nine positions have been added since 1941.

The National Association of School Social Workers (formerly American Association of Visiting Teachers) reports rapid

expansion of visiting-teacher service in all parts of the United States. This increase is partly due to the impact of war but is also influenced by the growing interest in mental hygiene which stimulates teacher interest in human behavior and its causes. Teachers are more alert to children's problems and are seeking help for children who need the aid of child guidance specialists. While the teacher is the key person in the child's school situation, the task of helping the individual child is a highly co-operative undertaking which requires the co-ordination of school, home, and community agencies.

Assignments

Visiting teachers are regularly assigned to most secondary schools in San Diego and to many of the elementary schools. Those schools having no regularly assigned visiting teachers are given service on call.

Since the Guidance Bureau is a service branch of the school system, it is the job of each visiting teacher to fit into the structure of the individual school. This bureau worker may not function in identical ways in each school, because individual differences as well as variation in school administration must be taken into consideration.

Case Load

It is recognized that the staff of visiting teachers is not large enough to handle all cases of serious maladjustment. For this reason cases should be carefully considered before visiting teacher service is requested. However, it is important that symptoms of maladjustment be recognized early since habits and attitudes are more easily changed before they become fixed.

Referral of Cases to Visiting Teacher

Cases may be referred to the visiting teacher by administrators, parents, and social agencies. Teachers closely associated with the child for several hours each day are in the best position to recognize his need. Teachers are free to discuss cases informally with the visiting teacher, but all referrals from the school are cleared through the principal in order that the administrator

may be aware of the types and number of cases referred and may thus use the service to best advantage.

In order to refer a child to a visiting teacher, the blank, "Request for Visiting Teacher Service," is filled out by the school. In schools where such personnel is regularly assigned, this blank is given directly to the visiting teacher. In schools on call the blank is sent to the Guidance Bureau for assignment of a worker.

Types of Cases to Be Referred

Problems arising from unsocial behavior, maladjustment to school work, and unsatisfactory home conditions are usually referred to the visiting teacher.

1. Problems of Personality and Behavior

- a. *Withdrawal*: Types of withdrawal include timidity, excessive daydreaming, lack of friends, seeking approval of adults rather than peers, sensitiveness, feelings of inferiority, indifference, seclusiveness.

Mental hygienists consider withdrawal tendencies as indications of possible serious personality inadequacies which are likely to be neglected since they are not looked upon as anti-social. In the conventional classroom such traits may be considered virtues.

- b. *Aggression*: Types of aggression include attention-seeking activities, such as impudence, disobedience, boasting, show-off, temper tantrums, bullying, fighting.

Because aggressive behavior in children is disturbing to adults, there is a tendency to make many referrals from this group. However, studies of personality development indicate that these types of behavior are not so serious to the future adjustment of the individual.

- c. *Antisocial behavior*: Types of antisocial behavior include stealing, lying, sex delinquency, running away from home, setting fires, persistent truancy, destructiveness, cruelty.

Behavior of this kind is often disturbing to adults who see in it serious social and moral implications. Mental hygienists regard such behavior as an acute symptom of the child's need for help and understanding.

- d. *Other deviations from normal behavior*: These might include abnormal fears, imaginary physical complaints, tendencies to

moodiness, phantasy in the upper-age groups, tics, stuttering, marked nervousness, anxiety.

2. School Problems

School problems which have an emotional basis may be referred to the visiting teacher. Such problems are often the result of unsatisfying relationships in the home. On the other hand, the school situation may not be adequate to meet the needs of the child. It is essential to consider all factors that may influence the child in relation to his school progress.

3. Problems Created by Unsatisfactory Home Conditions

Problems of this type include poverty, lack of supervision, inadequate family relationships, neglect, lack of understanding of and co-operation with the school.

Good relationships in the home are fundamental to the child's adjustment in school. It is impossible to understand a child's problem without knowing something of his home background. Living conditions, attitudes of parents, the child's own feelings about his home are all important.

Procedure Used by Visiting Teacher in Studying Child

After a case is referred by the administrator, the visiting teacher confers with the teacher or counselor who indicates important factors which may have a bearing on the child's problem. Descriptions of behavior, relationships, and attitudes, as observed in the school, are important as well as information which the school may have gained through interviews with parents.

In an effort to understand the child's problem, the visiting teacher consults school records, confers with the nurse, and interviews the child. Visits to the home or conferences with the parents at school are essential. Attitudes of the parents, often unrecognized by themselves, are frequently the cause of trouble. Rivalry between children, lack of understanding of child nature, un-co-operative or critical attitude toward the school are some of the problems found in homes.

Following a preliminary study of the child, the visiting teacher again confers with administrator and teacher pointing out possible reasons for the child's behavior and working out tentative plans for helping. As treatment of the child continues,

the visiting teacher reports to the administrator and teacher regarding work with the child while the school keeps the visiting teacher informed of developments and consults him before taking any major step relating to the child.

Visiting teachers work co-operatively with social agencies in the community when the families are already known to agencies. Cases are also received from social agencies and may be referred to them.

If further psychological study of the child seems necessary, the visiting teacher will arrange for Binet, Rorschach, or other tests. In cases where the child's emotional problems are severe enough to need psychiatric treatment, referral to the Mental Hygiene Clinic will be made.

Effective Use of Visiting-Teacher Service

Many helpful suggestions have grown out of experience in schools which have had visiting teacher service over a long period. Some of these follow.

1. Select cases carefully
 - a. Careful selection of cases is necessary if children most in need of help are to be chosen from the large number who present problems. Because absence from school is one of the most obvious symptoms of maladjustment, there is a tendency for an undue proportion of referrals to be made for this reason.
 - b. Teachers and principals should be helped to recognize early symptoms of emotional disturbance and to make referrals so that help can be given before severe problems develop and the child's personality becomes permanently scarred.
2. Interpret the work of the visiting teacher to school staff
 - a. Principal should interpret visiting teacher's work to faculty
 - b. Visiting teacher discusses work with the counselors and teachers
 - c. Visiting teacher holds case conferences with various groups. Insofar as time permits there should be a case conference of visiting teacher, psychologist, counselor, and classroom teachers of the child to pool information and to agree upon plans for treatment
 - d. Visiting teacher should participate in faculty and counselors' meetings.

3. Interpret the visiting teacher to the child as a friend

The very nature of the visiting teacher's job demands that he establish rapport with the child. Obviously the visiting teacher starts with a serious handicap if he has been used as a threat.

4. Interpret the visiting teacher to the parent

Parents of children referred to the visiting teacher usually need and are often looking for help. The visiting teacher has a variety of special techniques for helping parents to recognize the sources of difficulty and to plan to meet their problems. Frequently the administrator can make appointments for the parent with the visiting teacher.

5. Provide a regular conference time

Conferences with the administrator regarding cases should be held at a regular scheduled hour.

6. Provide office for the visiting teacher

The nature of the interviews of the visiting teacher with the child makes privacy essential. Provision of a quiet office in which a friendly atmosphere prevails and which the child associates with the visiting teacher is a definite aid to effective interviews. Telephone extension to the visiting teacher's office should be arranged.

PSYCHOLOGY DEPARTMENT

Types of Service

The psychology department co-operates with school staff, parents, community agencies, and other departments of the Guidance Bureau in promoting the wholesome growth and adjustment of children. In the analysis of developmental problems, psychologists employ scientific tests and techniques which aid in the analysis of pupil problems and in effecting better adjustment between the child and his environment. The services of the psychologist include

1. Diagnosis of pupils' abilities, aptitudes, interests, achievement, and personalities
2. Interpretation of psychological diagnoses to teachers, counselors, parents, Bureau workers and administrators
3. Co-operation with school personnel in guiding the pupil toward self-improvement

4. Interpreting psychology as it applies to educational planning
5. Advisory service in administration of group-testing programs and assistance in use of results
6. Supervision and training of psychological examiners in the schools
7. Assistance with the establishment of classes and placement of pupils in special and adjustment or ungraded rooms
8. Interpretation of exclusion-from-school policy to parents of mentally-deficient children who are unable to profit from school experience.

Referrals for Psychological Study

Individual psychological studies may be requested for pupils who present such problems as failure in school work, reading disabilities, superior ability not adequately used in school, and physical disabilities requiring special educational provision.

1. Referral procedures

In order to refer a child to the psychologist, the form, "Request for Psychologist Service," for elementary schools, or "Request for Psychological Case Study," for secondary schools, is filled out completely and sent to the Guidance Bureau. These blanks are supplied upon request. The most effective procedure for obtaining the information called for on the blank is as follows:

- a. The teacher, counselor, or visiting teacher who recognizes and reports the problem should fill out the blank in co-operation with the vice-principal or principal.
- b. The school nurse should supply the health data.
- c. No blank should be sent to the Bureau until the referral of the child has been approved by the principal.
- d. Pupils who are seriously maladjusted and seem to need an intensive personality study should not be referred to the psychologist until after a case study has been made by the visiting teacher or attendance counselor. The

Rorschach analysis is extremely time-consuming and it is necessary to limit its use to the most severe cases.

2. Study techniques

Individual pupils referred to the psychologist are studied by means of one of the following techniques:

- a. Verbal and nonverbal intelligence tests
- b. Mechanical aptitude tests
- c. Manual dexterity measurements
- d. Vocational interest inventories
- e. Diagnostic tests in the fundamental skills
- f. Cerebral dominance tests (eye, hand)
- g. Personality and adjustment tests

Preparation for Psychological Study

In order that results of individual tests may be valid, special attention should be given to providing satisfactory testing conditions. A room should be provided which is free from distractions such as people going in and out and noises in adjacent rooms, and has good lighting, proper ventilation, and appropriate temperature.

The best results are obtained when there are no feelings of strain or anxiety in pupils or teachers. In the presence of the pupil, the teacher should always refer to the psychologist as a friend and counselor. The interview with the psychologist should be referred to as an opportunity to talk with someone who may be able to help the pupil with his school adjustment, vocational plans, or personal problems. The use of the word examination or test should be avoided.

Use of Psychological Findings

The psychologist interprets the results of the study to the administrator and teaching staff concerned with the child's problems and in most cases makes recommendations for special treatment, placement, or other adjustment. The psychologist can only recommend; the teacher, counselor, or administrator is responsible for applying recommendations.

DEPARTMENT OF VOCATIONAL GUIDANCE

Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it. The vocational guidance movement was started in 1908 when Frank Parsons opened a vocational guidance bureau in Boston. The following year he published a book, *Choosing a Vocation*. Dean Jesse Davis established the same service in 1909 in Grand Rapids, Michigan.

Functions of Vocational Guidance

The co-ordination of vocational guidance in the San Diego public schools is the responsibility of one individual. The nature of the work of this staff member has been defined as follows:

1. Preparation of guidance material with emphasis upon post-war developments, home-room materials, and general vocational guidance aids
2. Assistance to counselors and others interested in discovering and analyzing abilities, aptitudes, interests and needs
3. A current digest of national, state, and local developments furnished to counselors in order to match these developments with individual capacities
4. Utilization of vocational guidance services to co-operate with community and governmental agencies
5. Gathering and making available surveys of future vocational plans of pupils
6. Using the surveys for meetings with groups having the same vocational objectives

MENTAL HYGIENE CLINIC

The Mental Hygiene Clinic is a department of the Guidance Bureau. At present one full-time and one half-time psychiatrist, a psychiatric social worker, and a secretary constitute the staff.

The purpose of the clinic is to provide expert study, diagnosis, and treatment for severely maladjusted pupils. Because

psychiatric treatment is time-consuming, the number of children treated is limited and rigid procedures have been established for the referral of children. Referrals originate in schools but are first made to the visiting teacher who works in the school. Schools not having regularly scheduled visiting teacher service send referral slips to the chairman of the visiting teacher department. The visiting teacher makes a preliminary case analysis, decides whether other treatment is feasible, and then presents the case to a screening committee for referral to the Clinic.

SPECIAL, UNGRADED, ADJUSTMENT CLASSES, AND SPECIAL SCHOOLS

Co-ordinator of Special and Adjustment Classes

Special, ungraded, and adjustment classes for atypical children have been maintained for many years in the San Diego school district. A full-time co-ordinator has been appointed to expand and improve this program. The function of the co-ordinator is to visit classes, consult with teachers, lead group meetings of the teachers involved, and prepare course of study and other curricular material for these classes.

Two types of rooms are maintained: (1) special classes for mentally retarded pupils whose IQ's on a Binet test are below 75, and who need special educational treatment; (2) ungraded or adjustment classes for youngsters of normal or nearly normal intelligence whose degree of emotional maladjustment is sufficient so they cannot profit by ordinary school experience.

Special Schools

Responsibility for consultation and leadership in connection with special schools and classes for physically handicapped children is assigned to the Director of Guidance.

DEPARTMENT OF SPEECH THERAPY

Types of Speech Problems

The department of speech therapy deals with children whose speech is below normal standard, for instance, children

who lisp, use baby talk, or who have difficulty in controlling muscles to form correct sounds. Children whose speech is hampered by nervous reactions, such as stammering or stuttering, are given special service.

Procedure

The speech therapists strive to help children to attain speech that is more normal, more understandable to others, and more comfortable for themselves. These children are taught first in small groups or individually and in some cases the classroom teacher is shown how to assist in the process of establishing speech habits. A certain amount of time, varying in different cases, is necessary to form new habits and the whole procedure is kept pleasant in order to create the correct psychological reaction. Parents give aid by encouraging the children and showing pride in their progress.

Consultant Service

Schools in which no speech classes have been established may obtain the services of a speech consultant, who will give advice and aid in the more serious cases. Much progress can be made at the kindergarten level in the proper development of speech, with help from the speech therapists. Principals may secure this service on request to the director of guidance.

Assistance to Teachers

The full time of one speech therapist is reserved for work with teachers interested in analyzing speech problems of pupils and in developing techniques for speech improvement. Assistance can be arranged for groups of teachers or individual teachers.

HOME TUTOR DEPARTMENT

Home Tutor Service

For the child who is physically handicapped and unable to attend regular school classes, home tutor service is provided. Qualified, regularly certificated teachers give this individual service in the home, in convalescent homes, and hospitals.

To secure this service it must be evident that the pupil, while able to profit from individual instruction, will be unable to attend school for one semester or longer. Request for home tutor service is made by the pupil's doctor. A regular form for additional information is then sent to the doctor to be filled out and returned to the Bureau. A letter is sent to the parents explaining the service and requirements. The principal of the school which the child last attended is notified. A home tutor then calls and enrolls the child.

Co-ordination With the School

Close co-ordination between the Home Tutor Department and the school is maintained. Previous school records are studied and conferences are held with teachers and counselors of the classes the pupil would ordinarily have attended. The same courses of study and the same texts are used. Every effort is made to develop the skills and to encourage the growth of attitudes and habits that will help the individual to make good home and school adjustments.

Amount of Time

A regular daily program of study and preparation of lessons is required of each pupil. The amount of time varies with the physical condition and needs of the individual. The average amount of time a teacher spends with each pupil is two hours a week.

Records and Reports

Records and reports for each pupil are made as in the regular program plus such supplementary ones as are needed. When, at the end of the semester or school year, the doctor indicates by letter to the Bureau that the pupil will be able to return to school, a transfer and a letter concerning pupil adjustment and recommended placement for the following semester are sent from the Guidance Bureau to the school which the individual will attend. Follow-up conferences are held with the principal and teacher during the following semester. A pupil may receive service as long as the doctor considers necessary because of con-

tinued physical disability, until he is graduated from high school, or until he is eighteen years of age.

CHILD ACCOUNTING DEPARTMENT

The Guidance Bureau maintains a permanent and continuous census file of all pupils. Each year, census cards for all pupils are sent by the schools to the Child Accounting Department. Census cards for pupils enrolled for the first time are filed in the master file of the Bureau. Census cards for pupils who have previously enrolled are used to bring the permanent record cards in the master file up to date.

Census cards are official public records used by governmental agencies, the armed services, the courts, the police department, the FBI, employers, and others for obtaining information concerning individuals. Use is also made in establishing birth dates, birth places, citizenship, length of residence, and identity. It is absolutely essential that the information carried on these cards be correct.

The following instructions have been issued for the use of child accounting forms:

1. Census Cards

- a. All census cards should be written in ink
- b. Names should be printed on census cards; care should be exercised that all information given is legible
- c. If the child is using a different name than was used in the past, both names should be shown on the card
- d. If pupil lives with a stepparent or guardian, the full name of the stepparent or guardian should be given
- e. Cards should be carefully checked before sending to the Child Accounting Department. If it is impossible to obtain complete information on any card, a pencilled note should be made in the margin to this effect so that census workers will not think it is an oversight
- f. Cards should be arranged in alphabetical order, with white and yellow cards for boys and girls together

2. Birth Verification

Birth date verification is required for all new entrants, particularly in kindergarten and first grade classes. The source of verifi-

cation should be checked on the census cards. Upon receipt of birth date verification after the census cards have been sent to the Child Accounting Department, notification should be given on the following form.

BIRTH VERIFICATION

Pupil _____	Birth Certificate (check) _____
Birthdate _____	Baptismal Certificate " _____
	Other form (state) " _____
Date Verified _____	School _____

3. Personnel Cards

Personnel cards for pupils not enrolled in the school at the beginning of the year should be held until October 20 and then sent to the Child Accounting Department. Before making a new personnel card, check should be made with former school of attendance and with the Child Accounting Department to avoid duplication. When a child transfers to a school outside the city system, his personnel card should be sent to the Child Accounting Department.

4. Transfers

A transfer form should be sent to the Child Accounting Department for every pupil who leaves school. If the destination is unknown, school and address blanks should be marked *unknown*.

When a pupil brings a transfer to school, the teacher should fill in the back of the slip and enter the new address on the front before sending transfer to the Child Accounting Department. Either the filled-in transfer or the lower half of a census card should be sent to the Child Accounting Department for each child transferred from another city school.

If a pupil re-enters school after having once transferred out, a census card should be sent to the Child Accounting Department.

5. Change of Address

Change of address slips should be prepared for pupils who move within the school district.

Unsolved Problems

Three unsolved major problems face the guidance department. The chief problem for the next fifteen years will be the increasing numbers of maladjusted school children. The foundations of adjustment are laid during infancy and early childhood. During recent war years, thousands of mothers left their

children in the care of others while they engaged in war work; thousands of fathers were absent from home in the armed services. Not all war babies will have adjustment problems, but it is safe to predict that a larger percentage of them will have difficulties than could be expected with a school population whose infancy and early childhood had been normal. These children lacked basic emotional security during their most crucial years.

A second problem confronting this and other guidance departments is the insufficient supply of trained personnel. Competent and highly-trained persons are required for the specialized services. A recruitment program to attract potential guidance workers is indicated.

The third and last major problem is the inadequacy of special educational facilities to meet the needs of atypical youngsters. Although this school system has gone farther in this direction than many, a common problem remains of finding special educational facilities to meet special needs. Expanded programs for the mentally retarded, the emotionally maladjusted, the physically handicapped, and the academically blocked are urgently needed.

WHY NOT EDUCATE THE PUBLIC?

AYMER JAY HAMILTON, *President, Chico State College*

Man's progress in the field of science has astounded the world. The atomic energy, radar, television, the jet-plane, sulfa drugs, penicillin, tyrothricin, plastic surgery, all these and many others make us wonder what the end will be, or whether there will be an end short of the secret of life itself and the complete knowledge of the universe. This is all magnificent, and we are grateful for the wide publicity given to these material contributions to civilization. Moreover, we humbly salute the master minds that have been responsible for the advances.

The credulity of the public regarding scientific innovations is astounding, but its lack of acceptance of social change for the betterment of human welfare is incredible. This situation in education may be due to the reticence of educators to give the right type of publicity about their educational philosophy. It may again be due to a lack of a clear educational philosophy on the part of too many—shall we say teachers, principals, supervisors, or superintendents? I am willing to include them all and add to them too many college and university faculties, including the presidents.

There have been many advances in social fields and not a few of these have been in the departments of education and of psychology. While pursuing training in these fields teachers have acquired this new knowledge. Why not pass it on to the parents and general public of the community? Much advance has been made, is now being made, in the psychology of learning, the growth and development of children, the content of curricula for elementary schools, and the methods most useful in bringing about the most desirable changes in children as they grow from babyhood to adult life. This information should be presented to the public in such form as a layman can understand.

Let us not hide behind the statement that it is too complex for the layman to appreciate. It is no more complex than most of science, and science has managed to make itself clear to the layman. Perhaps we can make ourselves clear, too, if we use simple language, charts, tables, and such other means as are employed in conveying information to persons who have only an elementary understanding of our activity. It can be done and should be a continuous process in order that unjust criticism be not thrown continually at the school.

Do not misunderstand this. We want the public to criticize, but we want the criticism after it is informed. We know that we can learn from thoughtful professional and business men and women, but we will learn more readily if the criticism is constructive and not given in a spirit of cynicism. It can be constructive only when critics are well informed.

We are just as anxious as the most exacting parent that our children learn the use of the elementary school tools, *i.e.* the three R's, but we want them learned under conditions that emphasize their value. We are eager that they learn facts, but we want them learned in a useful and meaningful setting, not just in isolation. How else can children learn to think? After all, developing the ability to think is the primary purpose of education in a democracy.

The school is no longer the place where the three R's are learned by rote. Why not bring the parents to the school and clarify for them some sound educational philosophy? Show them that while science has progressed along the highway of destroying and saving lives and inventing material devices for the comfort in the home, and while agriculture has learned how to grow bigger and better nuts, larger and fatter hogs, taller and better corn, education and psychology have been busy learning more about training children.

This is the job for elementary teachers, supervisors, and principals. Teachers have had the advantage of the knowledge gathered by the education and psychology departments of our great universities, and the advantage of knowledge gained through experimentation.

Bring the parents together and inform them by talks, discussion, and charts about the advances made in the knowledge of how children develop and learn. Tell them what constitutes satisfactory curriculums and how these have been developed.

The simplest facts in this field are unknown to most laymen. For example, the writer recently explained to more than one hundred leading citizens the manner in which the spelling vocabulary for the elementary school had been reduced from some 25,000 words in the old spelling books to about 4,000. This is very simple to teachers but to that audience it was as interesting and astounding as a lecture on radar or the atomic bomb. Moreover, many of these men held degrees from reputable colleges and universities. They simply had been interested in other professions and had supposed that children were now being taught what their fathers had been taught. They were all willing to accept the fact that while they had learned to spell (or tried to) some 25,000 words they had found use for not more than a fourth of them, if that many.

When laymen are once shown sympathetically by charts the importance of eye fixations, eye regressions, and eye span to the problem of learning to read, to mention only a few of the reading problems, they begin to look upon the teacher as much more of an expert in the profession than the teacher of their day.

While we are giving simple illustrations that seem astonishing and complex to the layman we could name a few in the field of arithmetic, a subject dear to the hearts of old-timers.

Ordinary laymen are astonished when you show them that some combinations are more difficult than others; that computing $2 + 3$ is an entirely different habit than $3 + 2$, and that 3 minus 2 is still different and must be learned separately from the others. More astonishment results when you demonstrate that a child's span of attention in adding breaks when there are three figures in a column, and again at five, nine, and thirteen figures. These matters are simple enough to teachers but not to the man who raises hogs, drills oil wells, or plants corn.

So, contrary to the belief of most laymen, the school does teach the three R's, not only teaches the same three R's that are

so much in controversy but teaches them much more efficiently than they were ever taught in the past. This, too, must be demonstrated to the public in order that it may be convinced of the more lasting effects of modern teaching and thus come to be more sympathetic with sound educational procedures. Too many people think that an integrated program is mere play, that projects such as a study of the Shasta Dam, the Tennessee Valley Authority, oil and its by-products, or the improvements in modern transportation are little more than busy work. Laymen are unable to understand, when they merely hear about it from some uninformed critic, that the children are not only becoming familiar with the most vital problems of their age but are learning to spell words that they will use throughout life, to handle numerical concepts in a meaningful way, to prepare logically-arranged compositions in clear concise English and that they are at the same time reading broadly and for a purpose that develops the ability to search out pertinent information usable in the solution of problems; that they are carrying on a co-operative activity in which they are learning the value of discussion and the value of their contributions toward a common end. Briefly, they are learning to co-operate in a democratic situation. What greater lesson can a child learn—or an adult for that matter? In such activity situations children not only learn facts in meaningful situations but acquire the most desirable attitudes in life. They learn that honesty in research reading pays better dividends than skimming; that helpfulness in preparing maps, booklets, and charts earns the respect of their peers; and that co-operation is a most desirable quality in life.

This can better be illustrated by what I saw done by one fifth grade teacher with forty-eight children in a room too small for thirty-five. Of course she was a good teacher. But haven't all children a right to have good teachers? This teacher was carrying on a study of oil. The period of study covered three months. (Don't misunderstand the program arrangement. Many other things were done; drill periods, history, spelling lessons—she was giving time to the traditional three R's.) When

I was called in to view the last few lessons I found the class divided into working groups, definite assignments given to, or rather accepted by, each group. Charts made by various groups on common wrapping paper to show the known oil deposits of the world covered three sides of the room. The children had discovered for themselves that some oils have a bituminous base while other deposits have a paraffin base. Not only had they discovered this but also that there were hundreds of by-products made from each that add millions of dollars in value to industry. Samples of these by-products had been gathered by the children and were on display on tables covering a space 4 by 20 feet. (You may be wondering where the children and the teacher found space to work in that small room. I wondered, too, but they did.) Besides these valuable activities I found that each child had a bound book, $8\frac{1}{2}$ by 11 inches, containing from 100 to 125 pages of a well-written and orderly account of the oil industry. Not only this but I found that the children could talk connectedly and interestingly about any phase of the three-month activity. This was proved by calling on some ten or a dozen of the children of my own choice.

I have mentioned here only a few of the hundreds of things that parents and the public should know. They are not going to know these unless teachers and administrators tell them and demonstrate. They are not going to be sympathetic with the procedures of the modern school unless teachers and administrators carry on an intensive and systematic and continuous public program. This can not be done by "newsy" notes in the local paper. Rather there must be meetings with free discussions.

If you will pardon a personal experience I will relate the manner in which I approached the problem when principal of one elementary school.

Two mothers came to me and said, "We notice that your school is not being conducted as schools were when we were teaching. We would like to know why the change, and something of your educational philosophy. Would you meet with us

and try to clarify it?" I gave them a book on the modern school¹ and asked them to read it, then to return it and we would set an hour at their convenience for discussion. When they came there were four others with them. We set aside Thursday from 10 to 12 and met in the teachers' lunchroom. They were interested so we tentatively agreed to meet at the same time each week. At the second meeting there were fourteen, and at the third meeting the group was so large that we moved to a larger room. The group eventually grew to seventy and moved to the auditorium. We met every week during the year, read and discussed many books and magazine articles. Teachers opened their rooms to these patrons and demonstrated the prevailing educational philosophy. The result was that we had no criticism of our educational procedures. Oh yes, we had one, just one. A civil engineer, the father of a kindergarten child, came to the school and said that his child had brought home an article that she had constructed in our kindergarten, that the article was roughly constructed, and that he did not believe in a child's making anything unless it was perfectly done. She was a sweet and bright youngster and he took her out of the school and said he would take care of her education himself. May God have mercy on such parents.

The group, with the exception of this scientifically perfect father, was highly pleased with the experiment. At the close of the year this group of parents told the faculty that they noticed we needed many times in our work certain tools and materials that were not supplied by the board of education. These children were their children and would pass through this period of life only once so they wanted them to have all the advantages of this kind of school. They gave us \$100 to buy the material that we had been buying ourselves and said that when it was gone there was more where it came from.

There are many ways to build up fine relationships between the school and the homes and I am sure that you will discover

¹ There are many. The following are suggested as a beginning: Stanwood Cobb, *The New Leaven*, New York: John Day, 1928. *Educational Services for Young Children*, Educational Policies Commission, N. E. A. 1945. (The latter is a small pamphlet and may be purchased for 10¢.)

most of them, if you are earnest and sincere, and they will be better for you than those described here.

Well, if you have read this far you have discovered long ere this that this is not an academic article. It was not meant to be. I have written just as I would sit down and talk with a teacher or a patron. I shall be satisfied if it helps even one person who may be worrying about public relations.

THE HEALTH PROBLEMS OF THE ELEMENTARY SCHOOL CHILD¹

L. C. NEWTON WAYLAND, M.D., *Director of Health,
Santa Barbara Public Schools*

It is an honor to speak to a group of men and women whom I consider to be of utmost importance in the leadership of California.

Briefly, the health problems of the elementary school child can be said to be mental, physical, and spiritual. I shall only touch on the mental as that phase can best be handled by such an authority as your next speaker. As for the spiritual, time will not allow adequate discussion, and besides I know too little about it.

Physically, we know a great deal about the human body and nervous system. However, there is still a great deal to be learned; for example, we know about the nerve cells, how they look, a good deal about their structure and what they do, but not how they do it. We know something about the human mind but probably much more is yet to be learned. Some authorities speak of modern scientists as having but tapped the resources of the mind. I hope that is true, because I am of the opinion that the increasing, the snowballing of the complexity of human activities is such that man's mind in its present state of development or utilization is not going to be able to stand the strain. We know, then, a good deal about the physical setup of ourselves, less about the mental, and even less about the spiritual.

Man's climb up the ladder of evolution—and he is still on the lower rungs—of necessity increases his horizons and thus his concepts are constantly changing and usually improving.

¹ An address delivered at the jointly-sponsored meeting of the California State Department of Education and the California Elementary School Principals Association, Southern Section, Emerson Junior High School, Los Angeles, February 9, 1946.

Nevertheless, man has even now a considerable body of knowledge to mull over and he can use it to better advantage than he has to the present time.

Definition

We have enough knowledge now, we feel, to define fairly adequately what is meant by a healthy elementary school child. He is one whose mental and physical status is such that it enables "him to live most and to serve best in personal and social relationships." His health problems, then, would be closely related to securing and maintaining or regaining the physical and mental status which enables him to live most and to serve best in personal and social relationships.

What is this human organism like that we call an elementary school child? Human learning in many things has progressed so rapidly in the past score of years that many of us have been privileged to see the light of recognition and understanding focused for the first time on many phases of human development. For example, it took us a long time to realize that children were not just small adults. They are different, as different as a young tree is from the grown tree. When the tree is young it is much more subject than the full-grown tree to danger from floods, being crushed or broken, uprooted, twisted or deformed. A child develops a fever quickly and usually runs a higher temperature than an adult. The child's heart rate varies much more markedly with excitement, fear, fever, and infection than does the adult's, and the same is true of his respirations. At birth his rate of heart beat is 120 to 150 per minute. It falls gradually during infancy and childhood until adolescence when it averages 70 to 90 per minute as compared to 65 to 80 for adults. Blood pressure (systolic) runs between 88 to 100 mm. as compared to 100 to 130 mm. for adults. Diseases are always more severe in a child than in an adult. Infections in an infant, for example, are at least a thousand times more likely to cause a severe diarrhea than in an adult—infections not only of the stomach and intestine, but even as far away from the intestinal tract as the ears. Infections of the middle ear are extremely

common in infancy, common in childhood, much less in adults. Stomach upsets are more easily caused in children than in adults. Infections of the upper respiratory system, such as colds, sore throats, tonsillitis, earaches, or inflammation of the glands in the neck are frequent enough in adults; they occur much more frequently and with greater severity in childhood. The child develops anemia from infections much more readily than does the adult. His brain and other parts of his nervous system are more apt to suffer damage from injury and disease. Only the child develops rickets. The emotional make-up of a child is more subject to fluctuations, he has less control, is more subject to temper tantrums, to strike someone, to cry, or to become frightened. The mind is still growing, developing and learning at a prodigious rate, and as the child grows—like the tree—he becomes more useful and more stable.

We have learned not only that children are different from adults, but that they differ sharply from each other. In a Parent-Teacher Association meeting I attended last year a group of normal boys of the same age and in the same grade were brought in. They ranged from the short to the tall and from the fat to the thin. Attention was called to the general acceptance of this deviation as being within the realm of normal variations, and at the same time the point was made that these children, although normal, can nevertheless differ in their levels of reading, in arithmetic ability, and in emotional maturity. Although the point was not made to the parents, it could have been shown also how children of the same age differ in basic intelligence.

Problems

The common physical health problems of the elementary school child are known to all: (1) the problem of being born not strong and robust; (2) the problem of being malnourished due either to lack of food—the most common world problem—or unwise choice of food, or to conditions which mitigate against the proper utilization of food, such as lack of sleep or nervous tension arising from unsatisfactory home or other environmental influences; (3) being chronically fatigued, which

is often the result of insufficient sleep, not enough or poor quality of food, too much mental stimulation, insecurity; (4) suffering from organic disease, particularly the common communicable diseases, colds, measles, or from eye defects, such as nearsightedness or cross-eyes; (5) suffering from the aftereffects of disease, such as a weakened physical and mental condition, chronic heart disease most commonly following rheumatic fever, tuberculosis, deafness, chronic kidney disease, crippling of the bone and muscular system, such as that which follows infantile paralysis; (6) the problem of what to do for exercise and how best to use this in the child's play and leisure time. This last is an extremely important problem because immense physical and mental benefits accrue from proper exercise and play and proper use of leisure.

In summary, then, the most common physical health problems of the elementary school child are those arising from being born not strong and robust, of malnutrition, and the acute communicable diseases, the aftereffects of disease, and the need for proper exercise, play and leisure time activity.

All of these physical problems are accompanied—and this can not be emphasized too strongly—by a mental problem much more serious than is often suspected. In addition to these concomitant mental problems are those arising from mental deficiency and, to a less but very real extent, the problem of the child with a very high I.Q.

Besides the specific problems mentioned are those stemming from the basic fact that his is a growing, developing young body and mind, and this alone makes difficult the physical, mental, and emotional adjustments to his parents, his teachers, his fellows, society in general, and to himself.

Recognition

How about the recognition of these problems and conditions? It does not require a physician or a nurse to recognize, in the majority of children, health or lack of health. With few exceptions an intelligent parent or teacher will do that.

I am constantly pointing out to the teachers in the Santa Barbara school system that those of them who are interested need no help to discover that a child is tired, sleepy, much too thin or too fat, irritable, has poor color, sores on the body, red eyes, seems unable to hear, is slow in reading or arithmetic, or has poor adjustment to his fellows.

The teacher's extensive knowledge of the child and his problems can, of course, be enlarged upon by the utilization of some of the aids that should be available to all teachers. Some of these aids are intelligence and achievement tests, interest inventories, and the like, examinations, hearing and vision tests, health counseling in general from physicians, principals, nurses, psychologists, dentists, and physical education teachers.

Suggestions for Solution

We have stated briefly the present-day concept of a healthy elementary school child, his most important problems, and their recognition; now let us dwell for a moment on what to do about them.

We have a growing and developing child who, we can judge with a fairly high degree of accuracy, is healthy or not healthy physically; who, we can with fair accuracy say, is of a given intelligence and social and emotional maturity, and of whose spiritual development we can speak with no surety.

Teachers, administrators, and supervisors have assumed the second most important role in that child's life in helping to prevent the development of unnecessary health problems and in helping to solve those that have arisen or may arise. They are his guardians in the second most important institution in his life—the school. As important molders and directors of his destiny, they are second in importance only to his home and his parents. May they appreciate more and more the enormity of the task!

To have mentally and physically healthy elementary school children the schools must have mentally and physically healthy teachers. You have perhaps guessed that I use the term *teachers* in the sense of every one officially connected with the

schools, the classroom teachers, of course, rating as the most important, with principals second only to them.

When I send my child to school I would like him to have the privilege and supremely important advantage of being under the supervision of teachers who have high ideals, who love children and teaching, who are worldminded, who have no race prejudice,¹ who understand the meaning of and appreciate liberty and the Bill of Rights and civil liberties, who are kind and sympathetic, well-poised, fearless, and physically healthy. Lacking such teachers his health problems will not be solved so well and expeditiously as they should be, and more problems than are necessary will continue to arise. I want those things for him in school even though he might not be getting them at home. If he is not enjoying that type of environment at home it is even more important that he have it in school.

I would like him to have considerable personal attention and tutoring from his teacher. I want his teacher to visit in his home and understand his home background. I think his teacher should have time each day to observe him, particularly for signs of illness or any deviation from normal, to study his health record and the rest of his cumulative records. I want these things for my child and I am willing to pay much more for them than I am now paying.

We cannot expect a teacher who has more than twenty pupils to do those things well. No strain is greater than that of teaching, and I feel a teacher has done her bit by noon. Let us work for the day when she can spend her afternoons in an hour or two of study, some time in relaxation, exercise, and rest, with her evenings free. Better pay and more security and higher standards in general would have to come also. No single factor outside the home and parents can affect the child more than the teacher, and working under the standards mentioned above teachers could transform our nation in a generation. It will be a long time before we can attain those objectives for our teachers,

¹ Last week, in this country whose thought is to teach the world about freedom and equality, a leading professional organization in Los Angeles . . . voted to limit its membership to Caucasians. If those men had had more mentally healthy teachers, who had believed in and taught the brotherhood of man, they might not have portrayed this symptom of mental disease.

but by recognizing what we lack, what we need, and working courageously for these we can in time attain them.

Needless to say, intelligent and unselfish teachers will demand even at the present time high physical and mental standards of their own group. A high mental standard does not mean an unusually high I.Q. I think it means a well-integrated and well-rounded, wholesome personality. This opinion seems to be at variance with the standards in many of our universities where a Ph.D. and research ability is counted of more importance for teachers than their teaching ability. All of us have doubtless suffered under the inept ministrations of some such persons.

The physical environment is of much less importance to the child than the teacher, but is nevertheless important. How a school building is constructed, its location, its roominess, its lighting, recreational, toilet and other facilities are of considerable moment. In quiet, pretty Santa Barbara one of the largest elementary schools is placed across the road from the main line of the Southern Pacific, and the automobile road between the school and the tracks is Highway 101. In this case there was a tragic lack of consideration shown for the welfare of both the children and the teachers. While the location is dangerous, the noise is, of course, the most unhealthful feature.

The constant proper control of temperature and humidity and lighting in a room is of great importance. We are only getting started in that respect and too often what we already have is not properly utilized by a disorganized and overburdened teacher.

One interesting, commendable, and extremely worth-while development in many schools in the United States in the last few years is the school lunch. Rue the day if blind reaction in this country destroys its possibilities. Good nutrition is basic and when we teach day by day in our schools what good nutrition is, what it means to children, and how to get it, and then provide no school lunch, or an inadequate lunch, or one which is too expensive, then we have negated to a great extent what we are paid to teach. There is no reason why the vast majority of

schools in the United States can not provide as school lunch an appetizing noon meal yielding one-third to one-half the day's nutritional requirements, and for a price within the reach of all. Such a lunch service provides a tangible, practical, healthy boost to the welfare of the children, and is an excellent medium for the daily visual and gustatory application of nutritional teaching in the classroom.

The more formal health supervision of the elementary school child should include, besides the all-important daily observation of the classroom teacher and the interest of the principal, supervisors, custodians, and so on, a health service. This health service should have the supervision of a full-time doctor of medicine, trained in pediatrics, and experiences in school health service, a staff of full-time nurses formally trained in public health nursing, including school health, and full-time dental hygienists and dentists trained in school oral health. It should provide for complete, careful, unhurried physical examination of the elementary school child at necessary intervals, ideally every year and at any other time when there is a pertinent question as to his health status.

A hearing examination including the 4-A group audiometer test should be given at least three times during the entire school career of the child, and otherwise whenever symptoms indicate; and a vision test—visual acuity, test for nearsightedness—should be given at least three times during the elementary school career of the child, and otherwise whenever symptoms indicate. Immunizations to prevent whooping cough, diphtheria, and smallpox should be provided; also tuberculin tests and follow-up on positive reactors and contacts for at least two grades in elementary schools. This staff should be able to provide expert advice and help in our still primitive sex education and all other phases of health education.

In helping the elementary school child with his manifold health problems I know of nothing more important than a guidance service consisting of a full-time psychologist with trained counselors under his supervision rendering guidance service in its many different aspects; for example, stressing and proving

the individual differences of children particularly in their mental set-up.

Of great importance to the health of the child is a physical education department to advise, guide, and aid the teachers and students in rhythms, formal exercises, free and supervised play, and in general health counseling. Besides the solving of health problems that comes as a result of a proper physical school plant and the help which the children are given in solving their own health problems, other major factors can be at work; for example, "the ideals of individual and community health which they are *taught* and the information and understanding that they *acquire* of themselves as living organisms aid in the development of attitudes and behavior conducive to healthy, happy, and successful living. The school child should in his elementary years have laid the foundations for a truly educated person, one who knows the basic facts concerning health and disease, works to improve his own health and that of his dependents, and works to improve community health."

In any school, individual teachers may under most situations provide an abundance of fine mental and physical health teaching. However, the principal is the heart of the elementary school so far as co-ordinated, continuous, consistent attention to the mental and physical health problems of the children within its areas is concerned. An intelligent appreciation by the principal of the mental and physical needs of the students, with an understanding of the breadth of the factors which affect their health, is necessary if that school is to function as it should.

MUSIC EDUCATION FOR THE EMERGENCY TEACHER

BESSIE M. STANCHFIELD, *Curriculum Co-ordinator and Supervisor of
Instruction in Music, Division of Elementary Education,
Los Angeles County*

All good teachers have at some time asked themselves this question, "Am I a teacher of subjects or a teacher of children?" Likewise, every good teacher has realized there could be no answer but, "I teach children; I try to guide them into situations which will help them grow into wholly integrated personalities and in so doing I see the need for musical experience."

The classroom teacher can do this guiding more effectively than can a special teacher coming in for a period a day or less. She can relate music to all the varied experiences of the school day and have a "singing school." Therefore, even though the class has the assistance of a special music teacher or supervisor, the regular teacher, even though meagerly equipped, may do much to bring this rich experience to children.

Music is an important experience in the life of children. The teacher who provides an opportunity for children to share together in music, in singing, in playing orchestral or band instruments or simple rhythmic, melodic, and harmonic instruments, in listening to good music, in bodily rhythms, or in creating or in reading music has brought to these children an experience in beauty that will make their lives richer, fuller, and more satisfying. She will give children greater freedom from tension and a means of more vital expression.

To the teachers who are coming into the schools as emergency teachers, the providing of experience for children in feeling and knowing music should be a challenge at the outset. But the teacher may say, I do not know anything about music

and much less do I know how to teach it. The answer is that any good teacher can help children to know more about music.

An "emergency" teacher is not to be thought of as an inadequate teacher. She is more than likely a teacher of determination and promise, eager for self-improvement, who is teaching in order to help carry on the vital task of educating children. Some are not trained as teachers but have had varied and rich experience in life which qualifies them in a broad and fundamental way for teaching. Others have been trained as teachers but have not been engaged in teaching for some years and need re-orientation to acquaint them with modern practice. Many are young teachers beginning their careers before they have finished college training.

All of these teachers need help to see the importance of enriching classroom experience through musical activities. They need practical suggestions for carrying on music education and stimulation and inspiration to go ahead.

Among these teachers are those who feel capable, with some help, of teaching music in their classrooms, and others who feel wholly incapable of teaching the music. The former group will find in this article many suggestions for avenues of approach. If teachers who consider themselves in the latter group will examine these suggestions and act upon those of which they have some understanding, they will soon be engaged in an enjoyable experience which will be met enthusiastically by the children. Teachers who feel that they are not musical will find some approaches to music of more interest to them than others, perhaps through singing, dancing, playing, listening, reading about music, music as related to science, art, or social studies, or any other of many approaches. The phonograph and the radio are always possible starting points. The Standard Broadcast is available weekly to every classroom into which a radio can be brought but is best suited to middle and upper grades. Some teachers will be fortunate in having music supervision and they should accept all available help. For those without this service there is increased need for resourcefulness. The children's interest in the music lesson will be a good barometer of success.

An inexperienced music teacher might proceed as follows:

1. Decide what she could best do to help the children experience and enjoy music.
2. Find what songs the children know; help them to improve the singing of them; find and teach other appropriate and beautiful songs; learn to read songs with the children.
3. Muster enthusiasm by choosing materials that are related to classroom activities.
4. Gather together everything possible of a musical nature, such as song books, pictures, phonograph and records, radio, a piano, simple rhythmic, melodic, and harmonic instruments, materials from which simple instruments may be made, books about music, those containing directions on the making of instruments, and books about composers. However, lack of any one or more of the above should not discourage a teacher nor keep her from beginning with whatever is available. The children should be invited to bring any instruments or materials from which instruments can be made. Then, a music corner may be arranged for use in spare moments as well as during the regular music period. The children should have opportunity to experiment in and react to this stimulating environment. With the teacher they can sing, they can play, they can listen to music, they can write and read music, and soon they will be feeling the power of music.

LEARNING WITH THE CHILDREN

No greater bond can be formed between teacher and pupil than the one that comes from learning together. The teacher should never hesitate to let children know that she is learning with them. Each child may make his contribution and the teacher may make hers, then all may set out to find what none knows. In making instruments, everything possible for the construction should be collected. Oatmeal boxes, nail kegs, ice cream cartons may be used to make drums. From gourds children may make *maracas*, *güiros*, *cabacas*, and drums; these are characteristic rhythm instruments generally used in Mexico,

Cuba, or Central or South America. Shakers may be made from small boxes of all kinds with pebbles or seeds or a few kernels of rice. Children should be encouraged to experiment, allowed to discover how to make instruments, and guided as much as the teacher's preparation permits. They may be helped in the selection of books containing needed information. It is well for teachers who are new at this business to realize that it is the process which is important rather than the product; to realize that mistakes can happen, and to remember that "the person who never makes a mistake never makes anything else either."

The teacher may sing with the children; make instruments with them and learn to play these; compose songs with the children and have the fun with them of evaluating the work to see what is being accomplished. If teacher and pupils are going forward in their interest in music, beginning to sing and play better, and finding joy in music, and gaining power in using its tools the teacher may be sure she is succeeding.

SUGGESTED ACTIVITIES

Specific suggestions which have proved of value to other teachers are given for the guidance of teachers who are interested in increasing their competency in this field.

1. Sing for fun, learning many folk songs, patriotic songs, hymns, and others of interest. Learn to sing smoothly and lightly. Sing with the phonograph. Enrich songs by using instruments for sound effects or for accompaniment. Help out-of-tune singers with their singing and provide satisfaction for them through musical participation in playing simple instruments.
2. Play simple rhythmic, melodic, and harmonic instruments, such as drums, triangles, sandblocks, xylophones, marimbas, melody bells, auto harps to enrich the songs. Provide interest in reading music through learning to play an instrument. Provide a satisfying experience for every child, especially for the one who has not learned to sing well. Develop a rhythm orchestra; contrary to popular belief such an orchestra functions best above second grade.

3. Listen for enjoyment; listen to records related to social studies; listen to learn about music. The Standard School Broadcast is an excellent program, broadcast Thursdays at 10:00 A.M., beginning in October and continuing throughout the school year.¹ Follow-up will greatly enhance the value of this program.
4. Create songs concerning the experiences of the children. These songs need not be written but may be sung and enjoyed and the teacher can begin to write music. Create rhythms, using instruments, with characteristic Spanish, Chinese, or Negro patterns.
5. Use folk dances and free rhythms related to the social studies.
6. Learn to read music. Reading music will grow out of the experience of creating and writing songs together. Reading will develop from the use of simple melodic instruments when the notes of the tunes and the instrument keys are numbered. After singing and playing the tune it may be written on the staff. The next step is reading from the book. In reading, help the children to realize that time and smooth tone come before achieving correct notes. If the tone is smooth and the time moves steadily, the notes are more apt to be sung correctly.
7. Read about music and musicians. Books may be secured from the library for the music corner. The readers can share what they learn with the class.
8. Verse speaking is a good starting point for the teacher who enjoys poetry.
9. Relate music to the social studies units. The teacher may guide children in a search for related songs. The use of phonograph records contributes much. Related rhythms can be developed.
10. Use the song flute which is easily learned and may be a point of departure for the teacher who "can't sing a tune," for on this instrument she can play the tune.

¹ Preparation for listening to these broadcasts can be planned by reference to the manual describing programs for the year, available free on request to Standard School Broadcast, care of Standard Oil Company, San Francisco 20, California.

11. If the teacher is scientifically minded, she can try simple experiments with music and sound.

SUGGESTED REFERENCES FOR EMERGENCY OR BEGINNING TEACHERS

The following books will answer many of the questions of the teacher concerning music materials and methods.

BARBOUR, HARRIOT BUXTON, and FREEMAN, WARREN S. *How to Teach Children to Know Music*. New York: Smith and Durrell, 1942. Pp. xiii + 256.

Fine suggestions and helps are given for choosing records and securing information about the music.

COLEMAN, SATIS N. *Creative Music in the Home: Music Stories, How to Make Instruments, How to Play Them, and Many Tunes to Play*. New York: John Day Company, 1939. Pp. vi + 404.

Help in making and learning to play instruments.

FOX, LILLIAN MOHR, and HOPKINS, L. THOMAS. *Creative School Music*. New York: Silver Burdett and Company, 1936. Pp. x + 326.

Creative music and rhythm orchestra activities.

KRONE, BEATRICE PERHAM. *Music in the New School*. Revised edition. Chicago: Neil A. Kjos Music Company, 1941. Pp. viii + 188. Covers philosophy and methods of the field.

Music Education in the Elementary School. Sacramento: California State Department of Education, 1939. Pp. xviii + 152.

A guide to a general and comprehensive music education program for the elementary school. Copies furnished by the State Department of Education to county and city superintendents of schools for distribution to elementary schools and junior high schools under their jurisdiction.

ZANZIG, AUGUSTUS D. *Starting and Developing a Rhythm Band*. New York, 315 Fourth Avenue: National Recreation Association, 1937. Pp. 24.

Easily followed directions, available for 15 cents.

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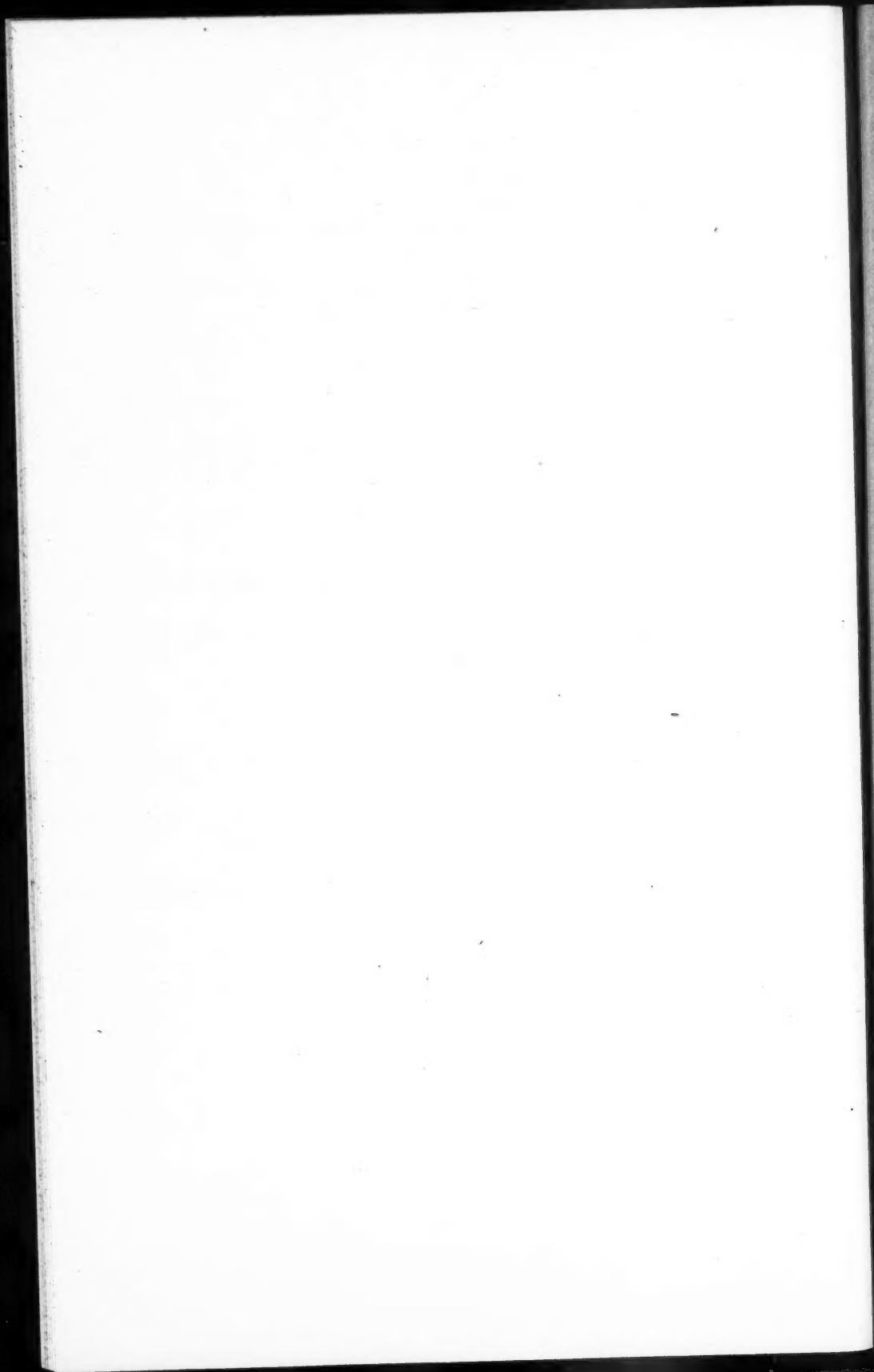
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